



المركز الوطني للتقويم والاعتماد الأكاديمي
National Center for Academic Accreditation and Evaluation

ATTACHMENT 5.

T6. COURSE SPECIFICATIONS (CS)



Course Specifications

Institution: Al-Imam Muhammad Ibn Saud Islamic University	Date: 07.10. 2019
College/Department: Department of English Language and Literature	

A. Course Identification and General Information

1. Course title and code: Translation ENG 429			
2. Credit hours: 4 hours			
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs)			
BA in English Language and Literature			
4. Name of faculty member responsible for the course ---			
5. Level/year at which this course is offered: Level 7 – 4 th Year			
6. Pre-requisites for this course (if any): Translation ENG 328			
7. Co-requisites for this course (if any): None			
8. Location if not on main campus:			
<ul style="list-style-type: none"> • Main Campus (male section) • King Abdullah City (Female Campus) 			
9. Mode of Instruction (mark all that apply):			
a. traditional classroom	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="70 %"/>
b. blended (traditional and online)	<input type="checkbox"/>	What percentage?	<input type="text"/>
c. e-learning	<input type="checkbox"/>	What percentage?	<input type="text"/>
d. correspondence	<input type="checkbox" value="-"/>	What percentage?	<input type="text" value="-"/>
f. other	<input type="text" value="Lab"/>	What percentage?	<input type="text" value="30 %"/>
Comments:			

B Objectives

1. What is the main purpose for this course?

The course aims to offer students the main concept of Interpretation from English into Arabic and vice versa. The course demonstrates the development of Interpretation and its different types; at sight and consecutive interpretation.

Accordingly, this course covers the following areas:

1. The concept of Interpretation.
2. The different types of Interpreting and their techniques.
3. The main problems that interpreters face when dealing with these different types of interpreting.
4. The types of adaptation, using appropriate software.
5. The audiovisual translational skills and knowledge of its approaches needed to deal with different types of translation.
6. The technical requirements and challenges of the types of audiovisual adaptation.

2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web-based reference material, changes in content as a result of new research in the field)

This is a new course introduced with the tracking program. Therefore, developments can only be envisaged after its implementation. However, if the point of reference in course development is the previous course bearing almost the same label in the non-tracked BA system (“Interpretation”), the following suggestions can be made:

1. Introducing various types of topics (e.g. political sciences, economics, business administration, banking, oil industries, healthcare, mass media, international organizations) from English into Arabic and vice versa.
2. Course instructors are expected to keep up with the status quo of interpreters and labour market, especially in relation to the required credentials of professional interpreters.
3. Introducing the strategies of interpretation and discussing issues regarding conferences, summits symposia, seminars and workshops.

C. Course Description (Note: General description in the form used in Bulletin or handbook)

Course Description:

This course aims to develop students' practical skills in at sight and consecutive interpreting between English and Arabic at a professional level. It focuses on the required strategies and techniques. The course exposes students to different scenarios in which interpretation is used such as legal proceedings and international conferences. The subject areas include law, society, business, trade, politics and international relations.

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact hours
- Translation and Interpretation in the labour market: description and illustration of the profession as well as the skills required.	1 & 2	8
- At sight translation introduction: using the lab for written (CAT) & Interpreting: students learn how to read a text written in the source language and understand its meaning in order to re-express the meaning of text verbally using the target language.		
- Intensive training to understand the differences between written translation (different genres) and sight translation	3 & 4	8
- Sight Translation: Political topics, medical topics - Assessments of students' translation	5 & 6	8
- Sight Translation: media topics, UN documents - Assessments of students' assignments	7 & 8	8
- Consecutive interpretation introduction: using the lab for written (CAT) & Interpreting: students learn how to listen to an audio in the source language, and understand its meaning in order to re-express the meaning verbally using the target language.	9 & 10	8
- Consecutive Interpretation: medical and technical topics	11 & 12	8
- Consecutive Interpretation: legal and political topics	13 & 14	8
- More lab practice on both sight translation and Consecutive Interpretation - Revision for the final exam	15 & 16	8
		64

2. Course components (total contact hours and credits per semester):							
		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planned	-	-	4	-	-	64 HRS
	Actual	-	-	4	-	-	64 HRS
Credit	Planned	4					
	Actual						

3. Additional private study/learning hours expected for students per week.	4 HRS
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4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge By the end of this course, the students should be able to:		
1.1	Recognize the required skills of various types of interpreting including on sight, consecutive, bilateral, and simultaneous translations	1.Lectures in the lab. 2.Class discussions 3.Focused and periodic instructor's feedback on interpreted/translated segments.	1.Periodic assignments (section by section translation) 2. Quiz after introducing types of interpretation and required skills. 3.Exam (midterm/final)
1.2	Define the various types of interpretation; sight, consecutive, and simultaneous accurately.		
2.0	Cognitive Skills By the end of this course, the students should be able to:		
2.1	Demonstrate abilities of using strategies of interpretation effectively with the various types of interpretation.	1.Lectures in the lab. 2.Class discussions 3.Intensive supervision sessions (one-to-one approach) 4.Interactive approach (discussion of errors and suggestions about corrections)	1.Assigning texts for translation and doing periodic sample correction in light of feedback. 2. Quiz: students tackle assignments: Sight translation, students will read a text then record their interpreting and will be graded according to their performances 3.Exam (midterm & final)
2.2	Explain issues regarding conferences, seminars, and workshops clearly.		

3.0	Interpersonal Skills & Responsibility By the end of this course, the students should be able to:		
3.1	Demonstrate how to read a text written in the source language and understand its meaning in order to re-express the meaning of the text verbally using the target language.	1.Group/pair discussion	1.Assigning texts for translation and doing periodic sample correction in light of feedback.
3.2	Analyze the strategies of interpretation in their given context effectively.	1.Group/Pair Presentation	2.Exam (midterm & final) 3.Group/Pair Presentation
4.0	Communication, Information Technology, Numerical By the end of this course, the students should be able to:		
4.1	Interpret texts and audios by both at sight and consecutive interpretation from English to Arabic and vice versa using information and communications technologies.		1.Assigning texts for translation and doing periodic sample correction in light of feedback.
4.2	Demonstrate a reasonable mastery of numerical techniques (scanning, word-processing, PPT presentation, electronic library resources ...)	1.Group/Pair Presentation 2.Teaching students the basics of tracking changes options in text editing apps. 3.Using audio/video recordings	2. Quiz Two: students tackle assignments: Consecutive interpretation. Students will listen to an audio then record their interpreting and will be graded according to their performances interpreting and according to their performances 3.Group/Pair Presentation
5.0	Psychomotor		
5.1	Not required for humanities Specialization		
5.2	Not required for humanities Specialization		

5. Schedule of Assessment Tasks for Students During the Semester

	Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Quiz One: students tackle assignments: Sight translation, students will read a text then record their interpreting and will be graded according to their performances	5 th week	5%
2	Quiz Two: students tackle assignments: Consecutive interpretation. Students will listen to an audio then record their interpreting and will be graded according to their performances interpreting and according to their performances	7 th week	5%
3	Midterm Exam: students have a midterm exam including sight translation and consecutive interpretation	6 th & 10 th weeks	30%
4	Final Exam: students have a final exam including sight translation and consecutive interpretation	17 th week	60%
5		Total	100%

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

- Instructors devote approximately ten minutes at the end of each lecture for receiving students' questions in relation to the current lecture as well as the student's revision and self-study problems
- Regular academic advising (it is recommended that each group be assigned to their regular instructor because this will spare them extra psychological barriers or communicative obstacles due to contact with unfamiliar advisers)
- Instructors should be available for electronic contact (e-mail) by students
- Setting up a cyberspace for instructor-student interaction about academic issues relating to the course in general (e.g. Google Discussion Group or any other special application facilitating such fruitful interaction)

E Learning Resources

1. List Required Textbooks

- St. Jerome Publishing 2002 (First ed. 1998)
- Advanced Media Dictionary, 2011
- Advanced Oxford English Dictionary, 2012
- Al Mawrid Dictionary (E/A) (A/E), 1990

2. List Essential References Materials (Journals, Reports, etc.)

Enani, M. *An introduction to At Sight & Consecutive Translation & Interpretation*



Jones, Roderick. *Conference Interpreting Explained*. UK: Browlie , Ian. Principles of Public International Law. Oxford: 1966 (1st ed.)

Hatim, B. *English-Arabic/Arabic-English Translation: a Practical Guide*. London: Saqi Books.1977.

Setton, R. *Simultaneous Interpreting: A cognitive-Pragmatic Analysis*. USA: Manhattan Press. 1999

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

<http://www.Traductionmagazine.com>

www.arabswata.org الجمعية الدولية للمترجمين واللغويين العرب

<http://atida.org/main.php>

Glossary of Translation and Interpreting Terminology, <http://trans-k.co.uk/glossary.html>

Interprétation: <http://interpreters.free.fr/reading.htm#top>

On Sight Translation: <http://www.translationdirectory.com/article755.htm>

Speed Skills: <http://www.speedread.org/catalog/speed-read-/students.php>

Gupta, R. S. (1999). *Literary translation*. New Delhi: Creative Books.

The Role of the interpreter: <http://www.youtube.com/watch/v>

Translation and Interpretation: <http://www.miis.edu/bethesolution/translation and Interpretation>

<http://www.egyta.com/DictionariesDirectory.htm>

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

A range of automatic tools can be used by both the instructor and the student to manage the consecutive stages of the translation project. The use of any of them is restrictively recommended by the instructor. Here are some of them:

- Grammar checkers, either built into word processing software, or available as add-on programs.
- Terminology managers, which allow translators to manage their own terminology bank in an electronic form (e.g. SDL MultiTerm, LogiTerm, Termex,).
- Electronic dictionaries, either unilingual or bilingual, also known as dictorobotary
- Terminology databases, either on the host computer or accessible through the Internet, such as TERMIUM Plus
- Full-text search tools (or indexers), which allow the user to query already translated texts or reference documents of various kinds (e.g. ISYS Search Software)
- Concordancers, which are programs that retrieve instances of a word or an expression and their respective context in a monolingual, bilingual or multilingual corpus, such as a bitext or a translation memory
- Bitext aligners: tools that align a source text and its translation which can then be analyzed using a full-text search tool or a concordancer
- Project management software that allows linguists to structure complex translation projects in a form of chain of tasks (often called "workflow"), assign the various tasks to different people, and track the progress of each of these tasks

© https://en.wikipedia.org/wiki/Computer-assisted_translation. Retrieved on 7 May, 2019.

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access, etc.)
<p>1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)</p> <ul style="list-style-type: none"> - Optimal group size: 15—20 - Flexible seating arrangement for pair and group work - Classroom equipped with technological facilities, including video projector (data show), video projection facilities, etc
<p>2. Technology resources (AV, data show, Smart Board, software, etc.)</p> <p>The existing labs could be used in case of special electronic applications (e.g. guided library search for a given translated work or any other computer-operated classroom activity: such as concordancers or special software designed for an interpreting tasks)</p>
<p>3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)</p> <ul style="list-style-type: none"> - Intranet system allowing students in the same lab to share the master screen (operated by the instructor), is useful for consecutive interpreting

G Course Evaluation and Improvement Processes

<p>1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching</p> <ul style="list-style-type: none"> - Completion of course assessment questionnaires (hard copy filled in by students) - Completion of students' questionnaires on course evaluation (electronic format) - Soliciting direct feedback from students (encouraging them to express their opinion about the degree of content assimilation and their learning progress) - Scientific analysis of students' grades
<p>2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department</p> <ul style="list-style-type: none"> - Peer observation technique (the instructor may arrange for a series of mutual observation sessions with peers to exchange ideas about the strengths and the weaknesses of course content and teaching methods.
<p>3. Processes for Improvement of Teaching</p> <ul style="list-style-type: none"> - Organising study days and workshops to explore other teaching styles from inside/outside the university - The instructor may attend special training sessions to improve course quality and teaching methods, especially through the introduction of new educational technology, efficient classroom management, and appropriate materials design. - Keeping up with recent publications in the area of teaching methodology and interpretation.
<p>4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)</p> <ul style="list-style-type: none"> - Applying a standard grading system within the same team. - Double marking a sample of students' papers to discover whether there is a discrepancy in evaluation and diagnose the sources of divergence (if applicable) - Systematic re-marking of the highest and lowest grade in the group - Getting an external evaluator to assess a random sample of students' papers to detect the existence of divergence and reduce subjectivity.



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- Calculating the mean value of student performance by drafting a Grade Ranking Diagram (for a more objective representation of student achievement).

5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

- Periodic updating of existing course content and methodology
- Courses must be systematically revised on a biennial basis (every 2 years)
- Students' feedback in the assessment questionnaire (hard and electronic format) must be taken into account when courses are redesigned or even partially modified.

Name of Course Instructor: _____

Signature: _____ Date Specification Completed: _____

Program Coordinator: _____

Signature: _____ Date Received: _____

